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ABSTRACT

One of 33 self-paced industry services leadership development (ISLD) modules, this module contains three sequential learning activities on developing a plan for testing and counseling applicants for an industry services training program. (The type of industry services program for which these materials were designed would involve provision of job training by public agencies for new or expanding private industries.) The first learning activity is designed to provide the learner (industry services leader) with the needed background information on types of employment tests, e.g., the General Aptitude Test Battery (GATB), their uses, and the roles of personnel involved in the testing and counseling process. The second activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to develop a plan for testing applicants in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information and suggested criteria for rating prospective trainees are appended for guidance in performing the objectives. (JT)

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MODULE NUMBER IX

DEVELOPING A PLAN FOR TESTING AND COUNSELING APPLICANTS FOR A TRAINING PROGRAM

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SELF-PACED

INSTRUCTIONAL MODULE

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TABLE OF CONTENTS

	Page
Instructional Procedure	1
Supplementary Teaching/Learning Aids	2
Objectives	2
Introduction	3
Learning Activity I: Information	4
Learning Activity II: Practice Performance	15
Check-Out Activity: Performance in Real Work Situation	16
Appendices	
A. Performance Checklist	17
B. Suggested Criteria for Rating Prospective Trainees	19
C. Case Study Information	27

INSTRUCTIONAL PROCEDURE

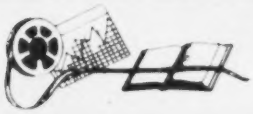
This module contains two sequential learning activities and a final check-out activity. A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help you accomplish the objectives. Feedback devices (learner self-test and performance checklist) are provided to help you determine when each objective has been accomplished. Case study information is also presented to assist you in performing the learning activities.

The first learning activity is designed to provide you with the needed **background information.** The second learning activity is designed to give you an opportunity to apply that information in a **practice** situation. The **Check-Out Activity** is the final learning activity. It is designed to allow you to develop a plan for testing applicants in a real work situation, such as when you are employed or when you are serving as an intern learner. The **Performance Checklist** (Appendix A) is used by the learner and the instructor/supervisor to assess progress. The checklist is applicable for both practice performance and performance in the real work situation.

After reading the **Objectives** and the **Introduction** on pages 2 and 3, you should be able to determine how much of this module you will need to complete before the **Check-Out Activity.**

* If you already have the necessary **background information** required for developing a plan for testing applicants, you may not need to complete **Learning Activity I**, p. 4 .
* If you already have had **practice** in developing a plan for testing program applicants, you may not need to complete **Learning Activity II**, p.15 .
* Instead, with the approval of your instructor or supervisor, you may choose to proceed directly to the **Check-Out Activity**, p. 16 , and attempt to develop a plan for testing and counseling applicants for a training program when you have access to a **real work situation.**

Your instructor or supervisor may be contacted if you have any difficulty with directions, or in assessing your progress at any time.



SUPPLEMENTARY TEACHING/LEARNING AIDS

An effort has been made to make this module as self-contained as possible. The information contained in the module should be sufficient to develop "entry-level" knowledge and skills. However, more has been written on this topic. The advanced learner may wish to attain higher levels of knowledge and skills.

A list of resources which supplement those contained within the module follows. Check with your instructor or supervisor (1) to determine the availability and the location of these resources, and (2) to get assistance in setting up additional learning activities.

Learning Activity I

* Buros, Oscar Krisen. **The Seventh Mental Measurements Yearbook**. Highland Park, New Jersey: The Gryphon Press, 1972, pp. 1055-1061.
* McGowan, John F.; and Porter, Thomas L. **An Introduction to Employment Service Counseling**. Columbia, Missouri: The University of Missouri, August 1964, pp. 138-145.

Learning Activity II

* (None identified)

Check-Out Activity

* Access to employment service counselor
* Access to public training institution counselor

OBJECTIVES

I. After completing the required reading, take the learner self-test to demonstrate you have attained the knowledge of developing a plan for testing and counseling program applicants. You should complete all items correctly. **(Learning Activity I)**

II. After analyzing the performance instructions, complete all the designated experiences in developing a plan for testing and counseling program applicants in a practice situation. Your work must conform to the checklist provided. **(Learning Activity II)**

III. In an actual work situation, develop a plan for testing and counseling applicants for a training program. Satisfactory performance will be realized when all items on the performance checklist (Appendix A) are rated "yes." **(Check-Out Activity)**

DEVELOPING A PLAN FOR TESTING AND COUNSELING APPLICANTS FOR A TRAINING PROGRAM

INTRODUCTION

When an industry locates or expands in a community, one of its major concerns is the acquisition of skilled manpower. Prospective trainees must first be recruited through the employment service offices, the training institution, or the industry may take primary responsibility for recruiting its own manpower. Regardless of the method of recruiting, industries are seeking persons who possess skills or aptitudes to perform certain jobs. The industry services leader must be equipped to provide guidance and assistance in recruiting program participants.

Various types of tests may be used to determine the skills and aptitudes of the applicant. The industry services leader should have a keen understanding of the possible testing methods, and the various kinds of tests and rating scales which may be used as a basis for counseling and referring applicants to a training program.

This unit is designed to provide experiences required by the industry services leader in planning and coordinating the testing and counseling of training program applicants.

LEARNING ACTIVITY I. INFORMATION

You should study the information presented in the following section. You may wish to read more on the subject from the references cited in the section on **Supplementary Teaching/Learning Aids.** After reading these materials, you will demonstrate knowledge of developing a plan for testing and counseling applicants by completing the **Learner Self-Test,** p. 9 . You will be evaluating your knowledge by comparing your self-test answers to the **Answers to Self-Test,** p. 13.

I. TERMS UNIQUE TO MODULE

A. **Administer.** To provide instructions and assist in performance.

B. **Aptitude.** Quickness to learn and perform tasks.

C. **Certified.** To meet training requirements or standards established by an agency or institution.

D. **Counseling.** To give advice and exchange opinions.

E. **Criteria.** Standards or measures by which one can be judged.

F. **Cumulative.** The sum total of all values.

G. **Employment service office.** One of numerous regional or local offices charged by a state to find "people for jobs and jobs for people."

H. **Interpret.** To explain the significance of test scores in relation to specific jobs in industry.

I. **Refer.** To send or direct someone for aid or information.

J. **Score.** To compute test results.

II. RECRUITING APPLICANTS FOR TRAINING PROGRAMS

A. **Announcing job opportunities.** This activity involves the employment service office, the training institution, and the industry in assembling and disseminating information to the public. The information may cover such basic topics as the number of job openings, location of the industry, and the dates for starting the training program. For more detailed information on this subject, refer to module number VII-C, **Announcing the Opening of a Training Program.** 4

B. **Providing job information.** This activity involves providing more specific information about particular jobs. It includes the job titles, the tasks to be performed, how the tasks are performed, any tools, machines, and equipment used to perform the tasks, the skill levels required by the employer, and any physical demands or extraordinary working conditions required for the job.

C. **Providing job training information.** This activity includes an explanation of the training opportunities available through the training institution and the industry. It may cover detailed instructions for pretests, enrollment procedures, and responsibilities required from the program participants.

III. TYPES OF TESTS GENERALLY USED BY THE EMPLOYMENT SERVICE IN COUNSELING POTENTIAL WORKERS

A. **General Aptitude Test Battery (GATB).** Used mainly in employability determination as an aid to employment counseling.

B. **Specific Aptitude Test Battery (SATB).** Used in determining the potential workers' aptitudes for succeeding in a specific occupation.

C. **Clerical Skills Test (CST).** Provides a measure of acquired proficiency in such tasks as typing, spelling, and taking dictation.

D. **Basic Occupational Literacy Test (BOLT).** A measure of assessment of needs in basic reading.

E. **Nonreading Aptitude Test Battery (NATB).** Designed for persons who cannot read.

The GATB is considered to be the best test in use for predicting employee success. Consequently, most of the following sections will deal with the GATB.

IV. PRACTICAL NATURE OR ADVANTAGES OF THE GATB

A. **Specific, clear instructions make it easy to administer, score, and interpret.**

B. **The two pieces of equipment required for administering the test are compact, portable, and relatively inexpensive.**

C. **The GATB requires comparatively little time for administration (2-1/2 hours).**

D. **The GATB's relationship to occupational success has been established.**

V. CAUTIONS REGARDING THE GATB

A. **Of the 22,000 jobs recognized in the national economy, there is coverage of about 1,200 by the GATB.**

B. **The GATB is not appropriate for applicants who are extremely deficient in reading and arithmetic skills.**

C. **It must be used in combination with other pertinent data in the counseling process.**

VI. TYPES OF SCORES RECEIVED ON THE GATB

A. **Intelligence.** Ability to grasp instructions and underlying principles.

B. **Verbal.** Ability to understand the meaning of words and paragraphs.

C. **Numerical.** Ability to perform arithmetic operations quickly and accurately.

D. **Spatial.** Ability to visualize objects in space and to understand the relationships between plane and solid forms.

E. **Form perception.** Ability to perceive pertinent detail in objects or in graphic material, to make visual comparisons, and to discriminate shapes and shadings.

F. **Clerical perception.** Ability to perceive pertinent detail in verbal or numerical material and to observe difference in copy, tables, lists, etc.

G. **Motor coordination.** Eye and hand coordination.

H. **Finger dexterity.** Ability to move the fingers and manipulate small objects rapidly and accurately.

I. **Manual dexterity.** Ability to move the hands easily and skillfully.

VII. FORMS OF GATB TESTS

A. **Eight paper-and-pencil tests**

B. **Four performance tests**

VIII. SCREENING AND PRETESTING EXERCISES FOR THE GATB

A. **GATB screening exercises.** Identify examinees who are deficient in reading skills and should be tested with Nonreading Aptitude Test Battery (NATB).

B. **Use pretesting orientation exercises (test taking practice) for disadvantaged persons.**

IX. RELEASING THE GENERAL APTITUDE TEST BATTERY

Educational and nonprofit institutions may enter into a written agreement with the employment service to have the GATB released for use by trained counselors. The agreement is set up for a maximum period of two years at which time it is reviewed and renewed if both parties wish to do so. In the meantime, the agreement is subject to cancellation if deemed necessary to either party.

Those who use the test must be qualified guidance counselors. (If in high school, they will be on the certified list maintained by the state department of education. There may not be such a list for junior or senior college counselors.) The counselors must receive training from the state employment service in the administration and interpretation of the battery.

The institution must purchase its own equipment and materials. The cost is initially dependent upon how many will be tested at one time. At least $200 00 to $250.00 will be required for equipment and supplies. The largest cost is for the testing apparatus/equipment, which can be used many times over.

The materials are confidential and must be kept under lock and key when not in use. When the agreement is terminated, the institution must release the materials on hand to the employment service.

X. CONSIDERING INFORMATION OTHER THAN APTITUDE TESTS AS COUNSELING AND SELECTION CRITERIA

One must be cautious of attempts to screen persons in or out of a training program on the basis of a single test or criterion. Any individual who has an interest in the training program and can profit from the instruction should be allowed to enroll. Test results should be used as a basis for counseling applicants before they enroll in the training program. Refer to Appendix B for additional information regarding other criteria which should be used in the counseling and selection process.

XI. THE ROLE OF THE EMPLOYMENT SERVICE IN REGARD TO TESTING

A. **Training counselors to administer tests and use test results**

B. **Testing applicants**

C. Interpreting test scores

D. Counseling applicants

E. Referring applicants to jobs or to training programs

XII. THE FUNCTIONS OF THE TRAINING INSTITUTION IN REGARD TO TESTING APPLICANTS FOR INDUSTRY SERVICES

A. Providing certified counselors

B. Providing room or space for testing

C. Providing test supplies and equipment

D. Safeguarding the results of the tests

XIII. THE ROLE OF THE INDUSTRY SERVICES LEADER IN REGARD TO TESTING APPLICANTS

A. Coordinating activities between employment service office, client company, and training institution

B. Assisting in securing test materials

C. Assisting in arranging for testing facilities (room)

XIV. EXAMPLES OF SPECIAL TESTS THAT MAY BE GIVEN BY REQUEST OF DIFFERENT INDUSTRIES IN LIEU OF THOSE DISCUSSED IN THIS OUTLINE

A. Bennett Mechanical Comprehension Test

B. Mechanical Information Test

C. Vincent Mechanical Diagrams Test

D. Minnesota Rate of Manipulation Test

E. Yarn Dexterity Test

Different types of tests, such as the ones listed above, may be requested by different industries depending upon their needs. In such cases, these tests may be administered by the school counselor. The five tests listed are merely examples of a sizeable number available. For a detailed study of vocational tests in print, refer to **Buros Mental Measurement Yearbook**, 7th Edition, 1972. This yearbook is available in most college and university libraries.

*Continue this learning activity by taking the **Learner Self-Test** which follows.

LEARNER SELF-TEST

This is a checkpoint knowledge test needed before proceeding to develop a plan for testing and counseling program applicants. Follow the instructions given with each item. Check your answers with the **Answers to Self-Test** which follow. If you fail to complete all items correctly, you may wish to refer to parts of the module information.

1. Which one of the following tests is administered to persons who cannot read? (Circle the correct letter.)
   a. The GATB
   b. The BOLT
   c. The SATB
   d. The NATB
2. The NATB is considered the best test in use for predicting employee success. Circle your answer.
   True False
3. The GATB is rather difficult to administer, score, and interpret. Circle your answer.
   True False
4. About 1,200 jobs are covered by the GATB. Circle your answer.
   True False
5. Match each of the following phrases with the correct word from the list at the right. (Place correct number by the letter.)

_____	A.	Eye and hand coordination	1. Verbal
_____	B.	Ability to move hands easily and skillfully	2. Intelligence
_____	C.	Ability to grasp instructions and underlying principles	3. Motor coordination
_____	D.	Ability to understand the meaning of words and paragraphs	4. Manual dexterity
			5. Form perception

6. List three criteria that may be used in evaluating applicants for a training program.

   a.

   b.

   c.

7. List three functions of the training institution in regard to testing applicants.

   a.

   b.

   c.

8. Counselors must receive training from the _____ in the administration and interpretation of the GATB.

ANSWERS TO SELF-TEST

1. d
2. False
3. False
4. True
5. A. 3
   B. 4
   C. 2
   D. 1
6. Any three of the following:
   a. Standardized tests
   b. Previous work experience
   c. Education
   d. Previous trade experience
   e. Interest
7. Any three of the following:
   a. Providing certified counselors
   b. Providing room or space for testing
   c. Providing test supplies and equipment
   d. Safeguarding the results of the tests
8. Employment service

*Proceed to the next learning activity for practice in developing a plan for testing and counseling applicants.

LEARNING ACTIVITY II: PRACTICE PERFORMANCE

You will be required to practice developing a plan for testing and counseling applicants for a training program. You must read the **Case Study Information** presented in the Appendix. Then, a series of written exercises must be completed. You will be evaluating your plan by using the **Performance Checklist**, Appendix A.

I. Read the **Case Study Information** found in Appendix C. This information will serve as a basis for performing the activities which follow.

II. Describe the basic "entry-level" skills and aptitudes needed by the training program applicants described in the case study information.

III. Describe the type tests needed, if any, to determine the skills and aptitudes of the program applicants. Indicate what other criteria will be used to guide and counsel applicants into, or out of, the training program.

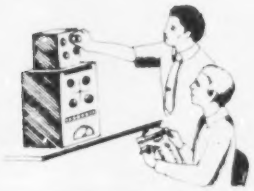
IV. Determine the persons you would involve in developing a testing and counseling plan.

V. Describe who will provide for the testing and counseling of program applicants.

VI. List the testing and counseling activities which will be conducted, and indicate who will perform the activities. Also, estimate how much lead-time will be required for each activity.

VII. Use the **Performance Checklist** shown in Appendix A to check your competency in developing the testing and counseling plan. All items on the checklist must be rated "yes."

*Completion of this learning activity should have qualified you to develop a plan for testing and counseling program applicants in a real work situation. Proceed to the **Check-Out Activity.**



CHECK-OUT ACTIVITY: PERFORMANCE IN REAL WORK SITUATION

The activity which follows is intended to be conducted in an actual work situation. It may be completed without completing the two learning activities, if you think you have the knowledge and skills to do so.

In an actual work situation, you will be assigned the task of developing a plan for testing and counseling applicants for a training program. In order to complete the task, you must perform the following activities: determine the education, experience, and skills required for the industry jobs; identify the testing and counseling activities to be performed; obtain assistance from various persons in completing the testing and counseling activities; and develop a time schedule for completing the activities. Your performance will be judged by your instructor or supervisor using a checklist. All items on the **Performance Checklist** (Appendix A) must be rated "yes."

*After completing the **Check-Out Activity**, you may select another module for study. Your instructor or supervisor may be contacted if you have any difficulty in selecting a module.

APPENDIX A

PERFORMANCE CHECKLIST

Developing a plan for testing and counseling applicants for a training program.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

1. The type education, experience, skills, and aptitudes required by the industry were determined. ☐

2. Multiple criteria to be used for counseling the applicants were specified. ☐

3. Persons responsible for the various testing and guidance activities were clearly indicated. ☐

4. The lead-time provided for completing each testing and counseling activity was appropriately stated. ☐

☐

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APPENDIX B

SUGGESTED CRITERIA FOR RATING PROSPECTIVE TRAINEES

The process of counseling and referring persons to a training program is often haphazard. In order to provide some decision-making information to those charged with this task, six categories have been identified by which program applicants may be evaluated. Certainly, no attempt has been made to limit criteria by which individuals may be measured. Yet, those listed represent an effort to develop some "handle" or basis to decide who will be offered training.

Care should be taken in treating cumulative scores of applicants as conclusive data, sufficient to offer or not to offer employment. It should be recognized that certain intangible qualities exist in people. These often are difficult to identify and even harder to measure. It is for this reason that no weighted values have been assigned to the category of "Interviewer Evaluation." This area should possibly serve as the single most important factor in selecting employees. While single and cumulative scores from the remaining five areas can serve as an evaluative tool, it should be remembered that they are only that—a tool.

The following areas are listed as categories of evaluation. Their arrangement represents no particular order or sequence. Responses from all but one category have been assigned weighted values on the rating sheet. It is possible then to arrive at a cumulative score on each person by adding the values checked for each area. This should result in a graphic comparison of all program applicants.

It should be added that a similar procedure could be used to select training program participants for employment. Other criteria would be added, however, such as task performance test scores, attendance, punctuality, and knowledge test scores.

EVALUATION CATEGORIES WITH WEIGHTED VALUES

General Aptitude Test Battery (or other appropriate test)

Top 10%	5
Upper 20%	4
Upper 30%	3
Upper 40%	2
Below 60%	1

Previous Work Experience

Industry Machines or Related Equipment	6
Monitoring Machines/Equipment	5
Equipment/Machine Maintenance	4
Piece Work or Production	3
No Previous Industrial Experience	2
No Previous Work Experience	1

Education

One or More Years of College	5
High School or Equivalent	4
Grades 10 to 11	3
Grades 8 to 9	2
Less than 8 grades	1

Previous Trade/Industrial Training

Two or more years	4
One to two years	3
Three months to one year	2
None	1

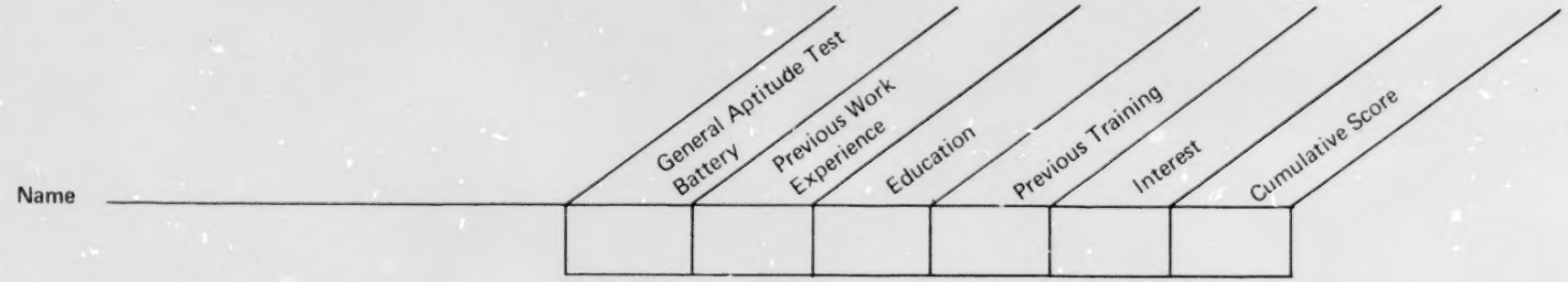
Interest

Highly interested	3
Demonstrates some interest	2
No measurable interest	1

Interviewer Evaluation (value assigned by rater)

The latter category is reserved for the interviewer to identify certain qualities evident in program applicants, but not measured previously. Here the interviewer should make a judgment based on contact with applicants as to whether a given applicant has the potential to become a "good employee." The assumption is made , of course, that the interviewer will have a keen knowledge of the jobs for which persons will be trained. Preferably, the interviewer should be a person from the industry.

APPLICANT EVALUATION SHEET



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INTERVIEWER
EVALUATION: (Scale to be determined by the interviewer)

APPENDIX C

CASE STUDY INFORMATION FOR DEVELOPING A PLAN FOR TESTING AND COUNSELING APPLICANTS

A pre-employment training program will be provided for an industry which manufactures motor vehicle bodies. Initial instruction for all participants will include a brief orientation to the vehicular body industry. Following this orientation, instruction will be provided in the following areas:

1. Drill motor operation (drilling holes, changing bits, etc.)
2. Pop riveting (operating power riveting tools)
3. Spot welding
4. Caulking
5. Electric screwdrivers
6. Press-brake operation
7. Shearing panels
8. Lifing panels
9. Stacking panels
10. Blueprint reading
11. Basic measurement
12. Spray painting

Participants will be divided into four groups: sheet metal assembly; metal fabrication; hardware assembly; and spray painting. Participants will remain in their groups for the duration of the training program. Graduates of the program will have an opportunity to apply for jobs within the area in which they received training.

The industry services leader must establish criteria for determining the qualifications of applicants. A plan for testing and counseling the applicants must also be developed.

LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

I. **Orientation to Industry Services**

- A. Introduction to Industry Services
- B. Industry Services Leadership Development Program: Guide for Using the Self-Paced Instructional Modules

II. **Establishing Contacts and Relationships**

- A. Speaking to Industrial and Community Groups
- B. Writing Articles for News Media
- C. Identifying Functions of Agencies Involved in Industry Services
- D. Developing a Brochure for Industry Services

III. **Obtaining Agreements**

- A. Developing Training Agreements
- B. Developing a Lead-time Schedule
- C. Interpreting Legislation Related to Industry Services

IV. **Identifying Training Needs**

- A. Collecting Framework Production and Training Information
- B. Selecting Types of Training Programs
- C. Preparing a Budget for an Industry Services Project

V. **Acquiring Resources**

- A. Selecting Instructors for Industry Services
- B. Securing a Training Site
- C. Securing Training Equipment, Tools, and Supplies

VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services

VII. **Preparing for Training**

- A. Adapting the Training Site to Training Needs
- B. Evaluating Safety Conditions at Training Sites
- C. Announcing the Opening of a Training Program

VIII. **Preparing Training Materials**

- A. Conducting a Task Analysis
- B. Developing Performance Objectives
- C. Determining Types of Instructional Methods and Media
- D. Developing Performance Tests
- E. Developing Training Manuals
- F. Preparing Videotapes for an Industry Services Program
- G. Setting Up Learning Centers for Industry Services Programs

IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program

X. **Monitoring Training Programs**

- A. Assisting in Providing Pre-Employment and In-Plant Training
- B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
- C. Monitoring Training Programs for Progress and Expenditures

XI. **Closing Training Programs**

Closing a Training Program

XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program

XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

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